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ABSTRACT

Based on one school district's project for the the 1973-74 school term, this report covers the activities of 10 rural North Carolina schools involved in an Elementary and Secondary Education Act, Title I, reading laboratory program during its fifth year of operation. Contents of the report include an analysis of the district's needs, a sketch of the context of the program, descriptions of the program's scope and personnel, and discussions of preservice-inservice education, facilities, materials and equipment, parental involvement, evaluation, and budget. (JM)

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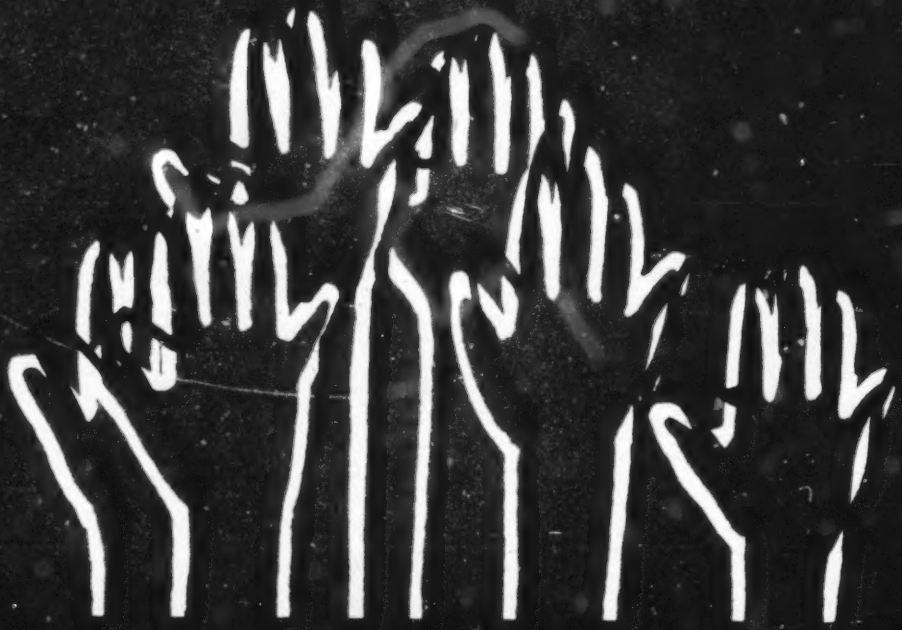

READING LABORATORY
Remedial Reading Laboratory Project
Pender County, North Carolina

A Program Using Reading Teachers and Teacher Assistants
to Help Disadvantaged Children Overcome
Their Reading Deficiencies

April, 1974
Raleigh, North Carolina

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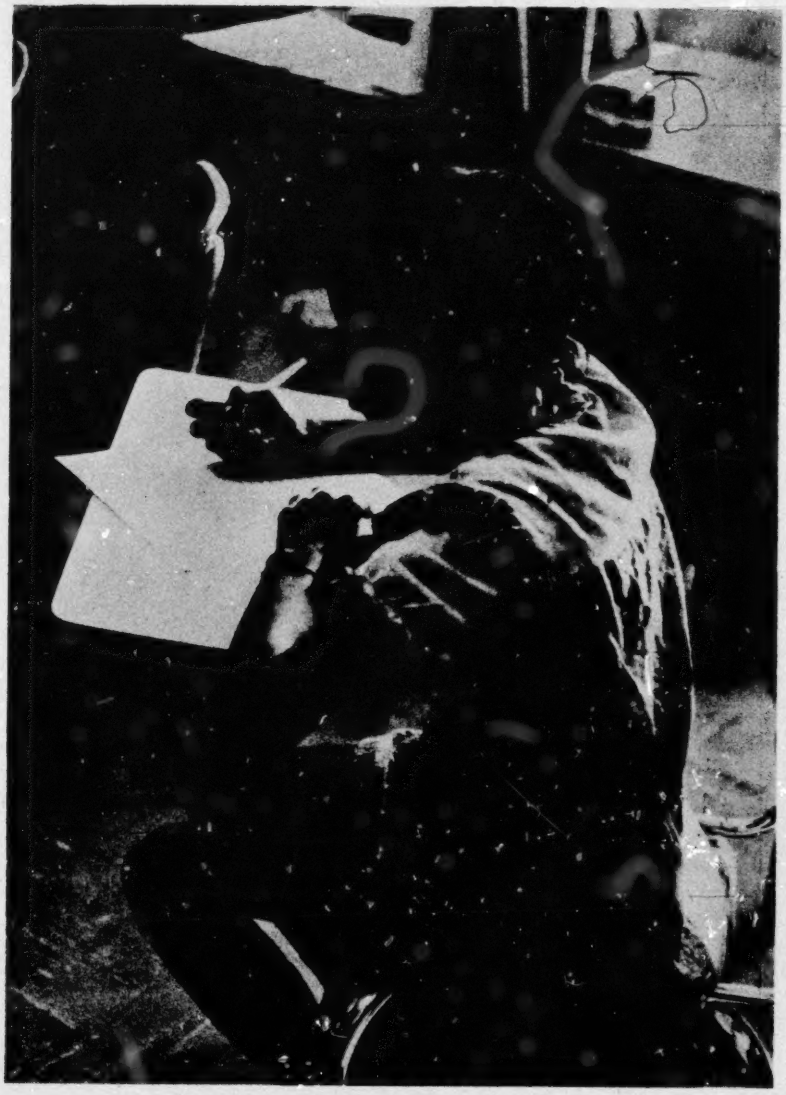
FOREWORD

School districts in North Carolina have engaged in developing and implementing ESEA Title I projects since 1965. Much information has been gained from these experiences which has been helpful to individuals at the LEA level in planning and increasing the effectiveness of their projects. However, requests for assistance in planning projects to meet the most pressing needs of educationally deprived children are constantly received by the Division of Compensatory Education.

This report is based upon the project of one school district for the current school term. The evaluation reports for the past years show that this project significantly improved the educational attainment of disadvantaged children involved in the area of reading. School administrative units, in reviewing the educational needs of the disadvantaged children they serve, may use this project as a guide when they consider their specific requirements and resources.



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ANALYSIS OF NEEDS

Each school district is faced with the responsibility of educating large numbers of children who have a variety of learning problems. This project is an example of a school district directing its Title I resources toward meeting the greatest need of educationally deprived children in one academic area - reading.

Available statistical data for the school year 1971-72 show that children had mean scores as follows in grade equivalent reading skills as measured by the appropriate level of the Gates-MacGinitie Reading Tests:

Grade	Mean Score
2	1.3
3	1.7
4	2.5
5	2.8
6	3.3
7	3.9
8	4.3
9	4.9
10	5.3
11	6.1
12	7.1

Conferences with the Parent Advisory Council and discussions with classroom teachers, principals, students and other staff members also rated reading as the greatest need of educationally deprived children in Pender County. Also, the North Carolina assessment in education showed that improvement in reading is the greatest need of students in public school.

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CONTEXT OF PROGRAM

Pender County is the seventh largest county in the State in land area, containing 857 square miles. It has a total population of 18,149 (1970 census). Since this number of people reside over an 857 square mile area, this is an average density of population of 21 persons per square mile.

The largest town in the county is Burgaw, the county seat, with a population of 1,744. Other villages and populations are: Atkinson - 325, Surf City - 166, Topsail Beach - 41, and Watha - 181. Because of lack of municipalities, Pender County is classified as rural. It ranks 88th among the 100 counties in North Carolina in per capita income, and is basically dependent upon agriculture for its economic support. The 1970 census revealed that 33.0 percent of all families has an income below $3,000. The median family income figure of $5,390 is well below the average of $7,774 for the State. Job opportunities are very limited within the county. Of the 206 business firms in the county, 136 have 3 employees or less, 40 have 4 to 7 employees, and 30 have from 8 to 19 employees. Job commuting across county lines is the life style for many of its people. The population has remained just about static for the past several decades. The majority of the children's parents are unskilled laborers.

At present there are eleven schools in the county with the following plans of organization: 1-3, K-8, 1-8, 1-5, 1-6, 6-12, 7-12, and 9-12. Enrollment in each school varies from 157 to 909 pupils, and the staff assigned to each school varies from 8 to 31. The average class in the school district consists of one teacher and 29 pupils. The schools have been totally integrated since the fall of 1968.

Black students constitute a slight majority over whites in the county. In 1973-74, there are 4,617 students in membership in the schools, of which 2,525 or 54.7 percent are black and 2,092 or 45.3 percent are white.

There is a very high drop-out rate in the schools. There were 260 students graduating in May, 1973. In 1965-66, when these students were in the fifth grade, the class membership was 455.

Due to the variety of organizational patterns in the school district, the administrative staff is in the process of constructing two new high schools which will take the place of the four existing high schools, and the original high school buildings will be utilized as middle schools.

The Pender County Board of Education is committed to the Title I program. An example of their genuine interest in the project was demonstrated by the chairman and other members of the Board participating in the recent Title I monitoring team visitation. On a number of occasions the Board has publicly expressed its pride in the program. To quote the chairman, "Title I has helped many Pender County children learn how to read."

The leadership and support of the Title I program, by the Board of Education, contribute to the positive image Title I has in the schools and in the community.

PROGRAM DESCRIPTION [SCOPE]

The 10 rural schools included in the program were selected on the basis of the number of children from low income families as determined by census data supplied by Applied Urbanetics (first count). Data used to select participants for the program came from the reading test scores which pupils made on the appropriate level of the Gates-MacGinitie Reading Test. Criteria used to select participants were as follows:

Grade 2 - Pupils scoring 4 months or more below grade level
Grade 3 - Pupils scoring a minimum of 6 months or more below grade level
Grade 4 or above - Pupils scoring a year or more below grade level

Approximately 75 percent of the children in the program are black, and 25 percent are white. All the children are from schools which have a high enrollment of disadvantaged children, and all schools qualify for Title I activities and/or services. The following performance objective was established in relation to identified priority needs of educationally deprived children: To increase reading comprehension skills of participating students by a minimum of 1.5 grade equivalent during the nine month school term of 1973-74 as measured by the appropriate form of the Gates-MacGinitie Reading Test.

The Title I reading laboratory program is now in its fifth year of operation. This year's program includes 688 eligible children in grades 2 through 12. Each laboratory is staffed with a teacher and a teacher assistant. Class size varies from 8 to 12 pupils so that as much individual instruction in reading as possible can be given each pupil. The average daily teaching load is 52 pupils and each instructional period is 45 minutes. Classroom instruction in reading is supplemented for each child daily in the reading laboratories. Reading teachers and regular classroom teachers closely coordinate reading instruction for participants.

The standard 45 minute reading lab class is divided into three parts. The first part is usually a group lesson in teaching phonics in context. After a skill has been presented and worked with, the group is assessed to determine if certain students are still deficient. If so, these students are given individual help in phonics while the others work in some areas of deficiency under the supervision of the teacher or the teacher assistant. The number and type of lessons needed for a particular skill is determined by the degree of deficiency of the student(s) being taught. Each teacher selects materials which will fit the technique and methods that are best suited to the needs of children.

The second fifteen minutes of class time is used for reading from some specific material as listed on the student's

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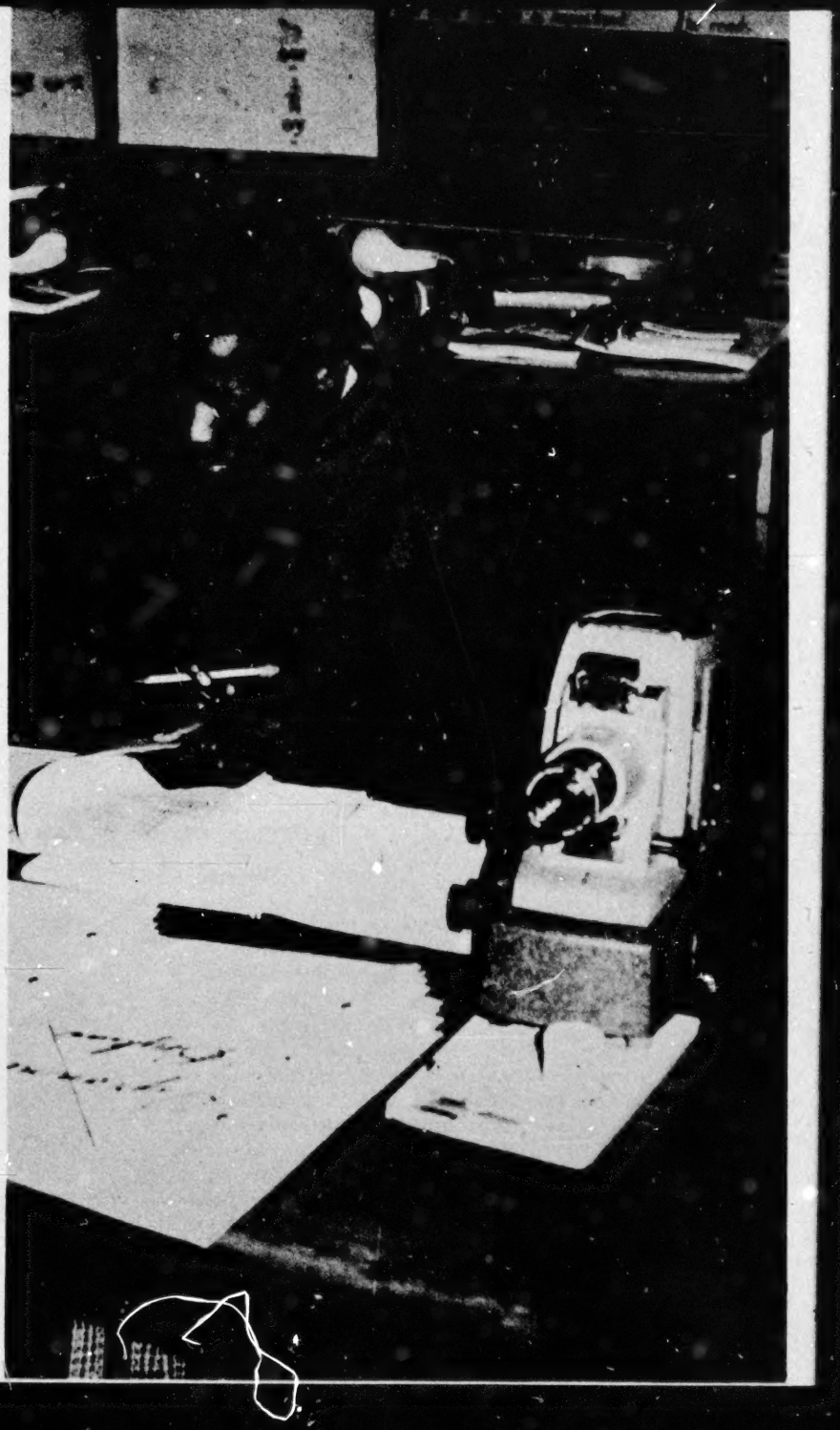
card or folder. This might be a workbook, short story, teacher-made material, or a book to reinforce a certain skill or increase the student's reading comprehension. During this period small group instruction and small group work is conducted.

The third part of the class period is all individual work to meet individual needs of students. It is during this period that needed equipment is used by pupils under the direction of teachers and aides.

Reading teachers do not hold strictly to the fifteen minute periods, but they do plan for the three-part variety in class work to maintain the interest, motivation, and participation of students and to give children a sequential, developmental, balanced instructional program in reading. The division of the class period also provides opportunities for children to practice skills learned, as well as to learn new skills. Each student's work is assessed continually and a complete record of his achievements and needs is kept in order to keep the student moving ahead when reading or to give reinforcement when necessary. The diagnostic-prescriptive approach and the language experience approach are employed to a great extent in the lab along with other approaches including creative approaches of individual teachers. Pupil-teacher planning and evaluation are major components of the program.



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PERSONNEL

The following personnel are used in the reading laboratory program: 1 Director, 1 Supervisor/Evaluator, 13 Teachers (one of the 13 teachers is paid from State funds), 13 Teacher Assistants.

The Director has the overall responsibility of operating the Title I program in the county. He directs the program in accordance with existing Title I laws and regulations. Some of his duties are to visit and supervise the Title I program in each school to see that it is being properly implemented, see that all financial records and reports are properly prepared and maintained, direct and supervise overall planning of the Title I program with the assistance of other staff members and parent advisory council members, submit the project application, and give overall leadership in the evaluation of all project activities.

The supervisor/evaluator is required to have a graduate degree in supervision and administration with a background in elementary education. Her major responsibilities are to coordinate planning; recommend changes or modifications in the program; plan inservice education for Title I teachers and aides; coordinate and supervise the various reading laboratories to see that the program is implemented as planned; plan devices, techniques, and instructional materials; instruct teachers aides; conduct conferences with parents; and see that the proper testing is done to diagnose specific weaknesses of children in reading skills for the evaluation of the program.

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Two teachers are certified in reading and all other teachers hold class "A" or class "G" certificates in primary or elementary education and are in a program to become certified in reading. Their major responsibilities are to diagnose specific weaknesses and to instruct, direct and supervise the work of the reading aides in reinforcing skills with small groups and individual pupils. Twelve of the 13 reading teachers have been in the program three or more years.

Teacher assistants or aides are at least high school graduates. Some of them have had one or two years of college. To qualify as a teacher assistant, an aide must have worked in the program two years, be a high school graduate, and have taken at least two courses on the college level in her area of assignment. Their major responsibilities in the program are to provide individual and small group instruction to meet the specific needs of children in reading skills under the direction of the reading lab teachers. Some of their major activities to accomplish this goal are: listening to a student read or tell a story, reading stories aloud to an individual child or a small group of children, preparing personal language charts and instructional charts, helping a slow learner follow directions as he does a work assignment, playing games with pupils which reinforce skills presented by the teacher, assisting pupils in locating information, assisting pupils in using audiovisual equipment and materials, supervising seatwork, and assisting teachers in maintaining records on each child.

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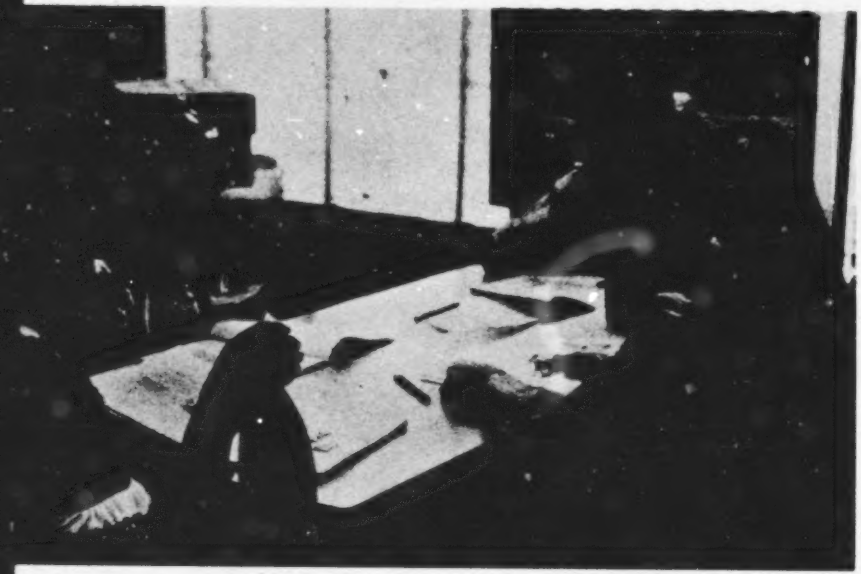
PRESERVICE - INSERVICE EDUCATION

Regularly scheduled inservice group meetings are held for Title I reading teachers and aides under the leadership of the Title I reading supervisor. At these meetings, creative ideas and materials relative to the teaching of reading are shared. Inservice is also provided by college credit courses (teachers and teacher assistants in same courses), University consultants conducting workshops for teachers and aides in various areas of reading, visitations to reading labs in the local administrative unit, visitations to reading laboratory programs in other units in the State, and attendance at reading conferences such as the International Reading Association and area reading meetings sponsored by the State Department of Education.



FACILITIES

No major alteration of existing facilities was required for the program for the 1973-74 school term. Facilities currently used for the program include 9 regular classrooms (750 sq. feet each) and 4 mobile units (600 sq. feet each). Children leave their regular classrooms and go to these facilities which are set up as reading laboratories for reading sessions.

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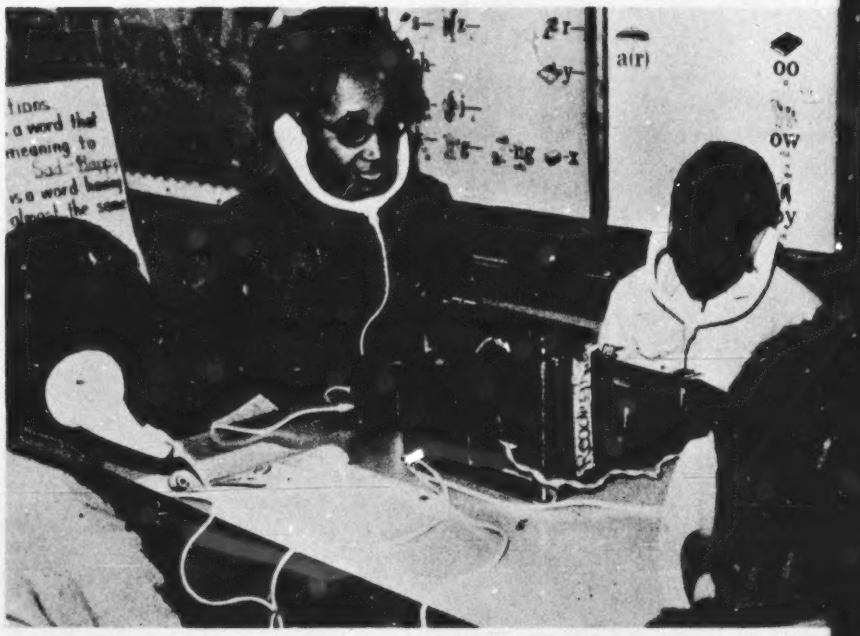
MATERIALS AND EQUIPMENT

Some of the materials and equipment used in the reading laboratory program are the following:

Materials:

- Sullivan Programmed Reading Series (workbook, readers, filmstrips, and tests)
- New Phonics We Use series (workbooks)
- SRA (labs and libraries)
- Readers Digest materials (books, kits, and cassettes)
- Merrill Linguistic Readers
- Merrill Reading Skills tests
- Merrill New Diagnostic Reading Workbooks
- Radio Reading Series 1 and 2
- Weekly Reader
- Reading Success Series
- You and Your World
- Phono-Visual Method and Materials
- LeCrone Learning to Read (records and drills)
- A wide variety of Dolch reading materials
- PAL Paperback Books
- Fountain Valley Teacher Support System, in reading
- The Sound Way to Easy Reading
- Clue Magazine and cassettes
- A variety of teacher-made materials
- A wide variety of high-interest/low-vocabulary books



Equipment:

- Language masters
- Cassette recorders
- Filmstrip projectors
- T-matic projectors
- Shadowscope reader pacers
- Mobile listening centers
- Cassette tape players
- Craig Readers
- 16mm projectors
- Opaque projectors
- Tachistoscopes
- Record players
- Skill-master systems

PARENTAL INVOLVEMENT

The school district has a Title I Parent Advisory Council composed of 29 members who are parents of participants in the program. The council meets at least four times per school term. Each Title I school has representatives on the Advisory Council. The Parent Advisory Council and other parents of Title I children participate in the planning, implementation, and evaluation of the Title I program. Parents visit the reading labs and work with the children; have conferences with teachers, especially on parent-teacher conference days; assist reading lab teachers in making instructional materials; and use materials at home with their children after being helped by reading lab teachers to use them effectively. The reading supervisor works closely with the Parent Advisory Council. This enhances school-community relations.

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EVALUATION

Evaluation of the FY-73 Remedial Reading Laboratory Project was conducted by the Reading Supervisor/Evaluator, reading teachers and the Title I Director. In the 1972-73 school year, 779 students participated in the remedial reading laboratory program the entire year. Participants were administered the appropriate levels of the Gates-MacGinitie Reading Test immediately after the beginning of the school term (September 15, 1972). April 16, 1973, they were administered the appropriate form of the same test. The time between pre testing and post testing was seven months. Average gain in reading comprehension for all participants by grade varied from 1.2 years to 3.4 years. Average gain per month's instruction by grade varied from 1.7 months to 5.9 months. See chart on page 14.(PENDER COUNTY SCHOOLS SPECIAL READING PROGRAM, ESEA, TITLE I, FY-73 - PROGRESS IN READING AS MEASURED BY GATES-MACGINITIE READING TESTS).

PENDER COUNTY SCHOOLS
SPECIAL READING PROGRAM
ESEA, TITLE I
FY-73

PROGRESS IN READING COMPREHENSION AS MEASURED BY GATES-MACGINITIE READING TESTS

GRADE	STUDENTS	PRE-TEST – 9-15-72		POST TEST – 4-16-73		AVER. GRADE EQUIVALENT GAINS	TIME BETWEEN TESTS	AVERAGE GAIN PER MONTH'S INSTRUCTION
		FORM	AVER. GRADE EQUIVALENT	FORM	AVER. GRADE EQUIVALENT			
2	103	B-1	1.4	B-2	2.6	1.2	7 Months	1.7 Months
3	104	C-1	1.7	C-2	3.2	1.5	7 Months	2.1 Months
4	89	D-1	2.4	D-2	3.9	1.5	7 Months	2.1 Months
5	85	D-1	2.9	D-2	4.3	1.4	7 Months	2.0 Months
6	96	D-1	3.5	D-2	4.8	1.3	7 Months	1.9 Months
7	91	E-1	3.6	E-2	5.5	1.9	7 Months	2.7 Months
8	80	E-1	4.0	E-2	5.8	1.8	7 Months	2.6 Months
9	88	E-1	3.9	E-2	5.8	1.9	7 Months	2.7 Months
10	23	E-1	4.0	E-2	6.9	2.9	7 Months	4.1 Months
11	11	E-1	5.7	E-2	7.8	2.1	7 Months	3.0 Months
12	9	E-1	5.4	E-2	9.5	4.1	7 Months	5.9 Months

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BUDGET

In FY-73, 17 reading labs were operated. For FY-74, this number was reduced to 12 totally funded by Title I and one jointly funded by the State. This reduction was made because of uncertainty of the level of funding. The program budget for the 1973-74 school term is as follows:

FY-74 - Cost of Reading Lab Program
Title I

Total Salaries	$203,094
Fixed Charges	36,557
Administrative Travel	1,080
Instructional Travel	1,200
Audiovisual Materials	9,000
Teaching Supplies	13,000
Equipment	5,000
Parent Advisory Council Activities	250
Operation of Plant	1,250
Maintenance of Plant	1,500
Property Insurance	250
Administrative, Supplies and Contracted Services - Audit	2,000
Inservice	3,000
TOTAL (ESEA Title I)	$277,181

State

Salary (1 Reading Teacher)	$13,046
TOTAL BUDGET	$290,227
Average Cost Per Participant (688)	$421.84

The Federal government under Title I of the Elementary and Secondary Education Act funds the project for $277,181 and the State expends $13,046 for the project.

FURTHER INFORMATION

Additional information about the remedial laboratory program can be obtained from any of the following people:

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